

About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

School Results

School: Lyman Moore Middle School

District: Portland Public Schools

Code: 1134-1355



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Grade Level Summary Report

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	177			521			13,870			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	168	170		502	506		13,494	13,500		95	96		96	97		97	97	
With an approved accommodation	19	20		120	124		2,483	2,493		11	12		24	25		18	18	
Current LEP Students	44	46		139	143		388	400		26	27		28	28		3	3	
With an approved accommodation	5	6		58	63		167	182		11	13		42	44		43	46	
IEP Students	21	21		85	84		2,222	2,217		13	12		17	17		16	16	
With an approved accommodation	18	18		70	69		1,852	1,854		86	86		82	82		83	84	
Students not tested in NECAP	9	7		19	15		376	370		5	4		4	3		3	3	
State Approved	6	5		11	9		288	284		67	71		58	60		77	77	
Alternate Assessment	5	5		7	8		254	257		83	100		64	89		88	90	
First Year LEP	1	0		4	0		9	0		17	0		36	0		3	0	
Withdrew After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Enrolled After October 1	0	0		0	0		0	0		0	0		0	0		0	0	
Special Consideration	0	0		0	1		25	27		0	0		0	11		9	10	
Other	3	2		8	6		88	86		33	29		42	40		23	23	

NECAP RESULTS

	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	177	6	3	168	49	29	81	48	19	11	19	11	649	502	23	44	19	14	646	13,494	17	55	20	8	647
MATH	177	5	2	170	26	15	63	37	32	19	49	29	640	506	16	36	17	31	640	13,500	22	43	17	18	644
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Reading Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 659–680)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 640–658)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

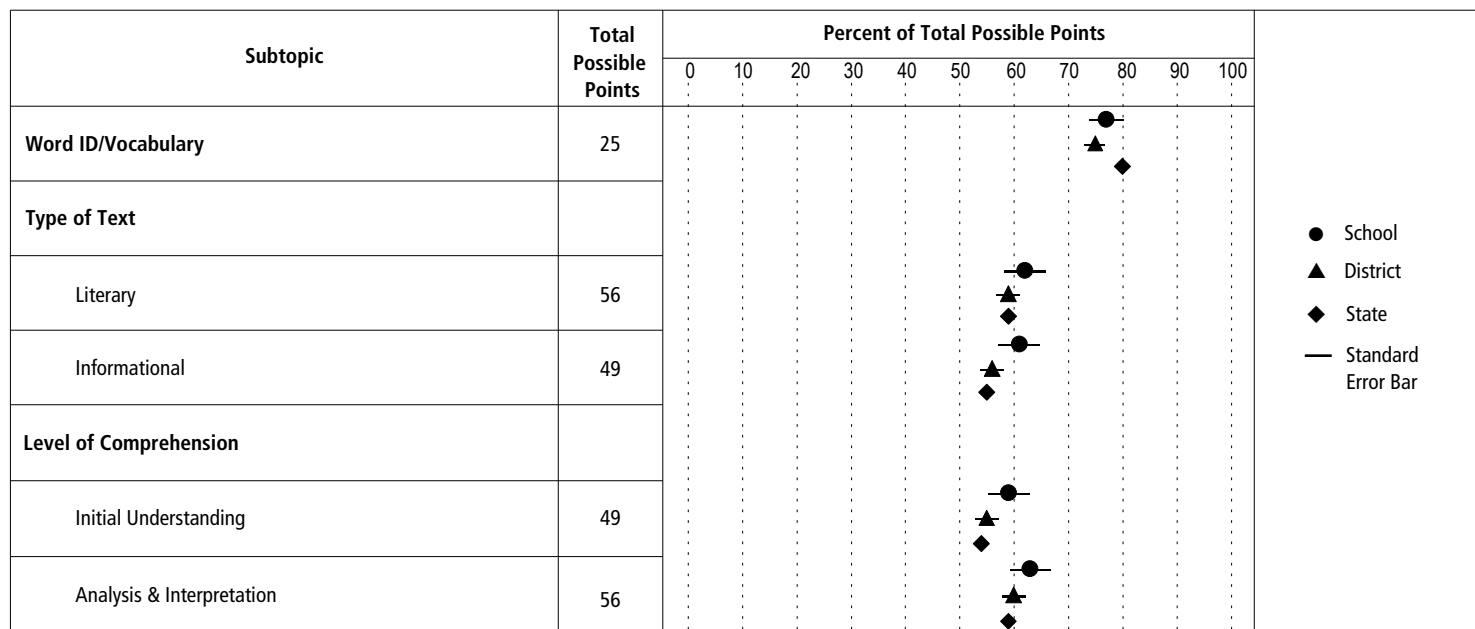
(Scaled Score 629–639)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 600–628)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	177	2	0	175	22	13	95	54	40	23	18	10	645
2010-11	144	6	1	137	9	7	79	58	29	21	20	15	643
2011-12	177	6	3	168	49	29	81	48	19	11	19	11	649
Cumulative Total	498	14	4	480	80	17	255	53	88	18	57	12	646
District													
2009-10	515	6	14	495	66	13	265	54	99	20	65	13	645
2010-11	475	21	6	448	87	19	230	51	88	20	43	10	647
2011-12	521	11	8	502	114	23	221	44	96	19	71	14	646
Cumulative Total	1,511	38	28	1,445	267	18	716	50	283	20	179	12	646
State													
2009-10	14,264	205	113	13,946	1,647	12	7,899	57	3,268	23	1,132	8	645
2010-11	14,037	273	105	13,659	1,870	14	7,912	58	2,799	20	1,078	8	646
2011-12	13,870	288	88	13,494	2,350	17	7,394	55	2,731	20	1,019	8	647
Cumulative Total	42,171	766	306	41,099	5,867	14	23,205	56	8,798	21	3,229	8	646





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Reading Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	6	3	168	49	29	81	48	19	11	19	11	649	502	23	44	19	14	646	13,494	17	55	20	8	647
Gender																									
Male	93	5	3	85	22	26	40	47	11	13	12	14	648	255	16	49	21	14	644	6,871	11	55	24	10	644
Female	84	1	0	83	27	33	41	49	8	10	7	8	651	247	30	39	17	14	648	6,623	24	54	17	5	649
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	10	0	0	10	0	0	7	70	0	0	3	30	643	36	14	56	8	22	645	189	13	54	20	13	645
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						102	18	44	27	11	644
Asian	9	0	0	9										37	8	51	24	16	642	204	25	49	17	9	649
Black or African American	47	5	1	41	8	20	19	46	6	15	8	20	644	112	8	35	27	30	636	391	7	40	25	27	638
Native Hawaiian or Pacific Islander	0	0	0	0										1						19	21	63	16	0	649
White	109	1	2	106	39	37	50	47	11	10	6	6	653	304	31	45	17	7	650	12,436	18	55	20	7	647
Two or more races	2	0	0	2										12	33	50	8	8	651	153	14	56	22	9	645
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	48	3	1	44	3	7	22	50	10	23	9	20	641	139	4	33	29	34	635	388	4	34	32	30	635
Former LEP student - monitoring year 1	6	0	0	6										11	27	73	0	0	655	38	26	74	0	0	655
Former LEP student - monitoring year 2	0	0	0	0										4						13	15	85	0	0	650
All Other Students	123	3	2	118	44	37	55	47	9	8	10	8	652	348	30	47	16	7	650	13,055	18	55	20	7	647
IEP																									
Students with an IEP	27	5	1	21	1	5	5	24	1	5	14	67	630	85	1	21	36	41	631	2,222	1	26	42	30	634
All Other Students	150	1	2	147	48	33	76	52	18	12	5	3	652	417	27	49	16	9	649	11,272	21	60	16	3	649
SES																									
Economically Disadvantaged Students	103	6	3	94	11	12	50	53	18	19	15	16	643	271	7	41	30	22	639	6,146	9	51	27	12	643
All Other Students	74	0	0	74	38	51	31	42	1	1	4	5	657	231	41	48	6	5	654	7,348	24	58	14	4	650
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	177	6	3	168	49	29	81	48	19	11	19	11	649	502	23	44	19	14	646	13,491	17	55	20	8	647
Title I																									
Students Receiving Title I Services	77	2	2	73	13	18	36	49	14	19	10	14	645	227	15	40	24	21	642	2,374	6	48	35	12	641
All Other Students	100	4	1	95	36	38	45	47	5	5	9	9	652	275	29	48	15	8	649	11,120	20	56	17	7	648
504 Plan																									
Students with a 504 Plan	4	0	0	4										12	17	58	8	17	644	335	12	62	21	4	646
All Other Students	173	6	3	164	48	29	78	48	19	12	19	12	649	490	23	44	19	14	646	13,159	18	55	20	8	647

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Mathematics Results

School: Lyman Moore Middle School
District: Portland Public Schools
State: Maine
Code: 1134-1355

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 653–680)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 640–652)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

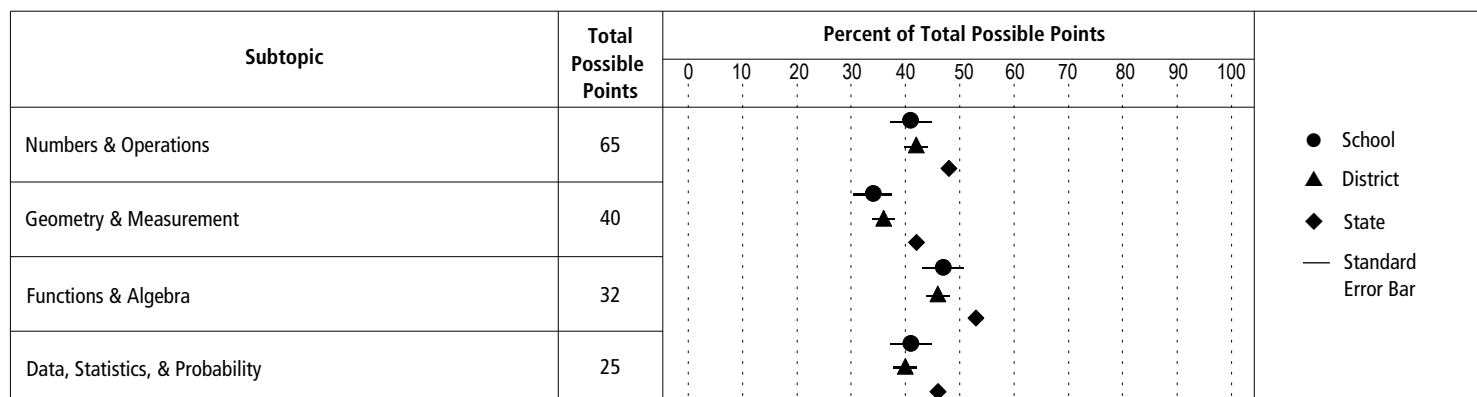
(Scaled Score 633–639)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 600–632)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	177	1	0	176	29	16	59	34	39	22	49	28	640
2010-11	144	4	2	138	20	14	55	40	28	20	35	25	641
2011-12	177	5	2	170	26	15	63	37	32	19	49	29	640
Cumulative Total	498	10	4	484	75	15	177	37	99	20	133	27	640
District													
2009-10	515	3	10	502	94	19	179	36	96	19	133	26	641
2010-11	475	8	5	462	92	20	179	39	81	18	110	24	642
2011-12	521	9	6	506	81	16	182	36	86	17	157	31	640
Cumulative Total	1,511	20	21	1,470	267	18	540	37	263	18	400	27	641
State													
2009-10	14,264	190	110	13,964	2,782	20	5,991	43	2,737	20	2,454	18	643
2010-11	14,037	212	120	13,705	2,893	21	5,811	42	2,600	19	2,401	18	643
2011-12	13,870	284	86	13,500	2,911	22	5,777	43	2,355	17	2,457	18	644
Cumulative Total	42,171	686	316	41,169	8,586	21	17,579	43	7,692	19	7,312	18	643





Fall 2011 - Beginning of Grade 6 NECAP Tests

Grade 6 Students in 2011-2012

Disaggregated Mathematics Results

School: Lyman Moore Middle School
 District: Portland Public Schools
 State: Maine
 Code: 1134-1355

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	177	5	2	170	26	15	63	37	32	19	49	29	640	506	16	36	17	31	640	13,500	22	43	17	18	644
Gender																									
Male	93	4	2	87	16	18	28	32	14	16	29	33	640	258	19	33	16	32	640	6,875	22	42	17	19	644
Female	84	1	0	83	10	12	35	42	18	22	20	24	640	248	13	39	18	30	639	6,625	21	44	18	18	644
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	10	0	0	10	1	10	1	10	3	30	5	50	634	36	8	31	19	42	637	188	13	38	24	24	640
Not Hispanic or Latino																									
American Indian or Alaskan Native	0	0	0	0										0						102	12	40	23	25	640
Asian	9	0	0	9										36	14	36	17	33	639	206	30	44	12	15	647
Black or African American	47	4	1	42	1	2	13	31	6	14	22	52	633	117	1	20	20	60	629	399	5	29	20	46	634
Native Hawaiian or Pacific Islander	0	0	0	0										1						19	26	58	11	5	649
White	109	1	1	107	23	21	44	41	21	20	19	18	644	304	23	42	16	19	644	12,433	22	43	17	17	644
Two or more races	2	0	0	2										12	17	58	17	8	645	153	17	46	17	20	643
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	48	2	0	46	0	0	13	28	9	20	24	52	632	143	1	20	20	60	629	400	3	27	21	50	632
Former LEP student - monitoring year 1	6	0	0	6										11	27	64	9	0	650	38	37	58	5	0	653
Former LEP student - monitoring year 2	0	0	0	0										4						13	31	46	23	0	648
All Other Students	123	3	2	118	24	20	47	40	22	19	25	21	643	348	22	42	16	20	644	13,049	22	43	17	17	644
IEP																									
Students with an IEP	27	5	1	21	1	5	3	14	4	19	13	62	629	84	5	18	14	63	629	2,217	4	21	21	54	632
All Other Students	150	0	1	149	25	17	60	40	28	19	36	24	642	422	18	40	18	25	642	11,283	25	47	17	11	646
SES																									
Economically Disadvantaged Students	103	5	2	96	6	6	29	30	23	24	38	40	636	274	5	27	23	45	634	6,152	11	39	22	27	640
All Other Students	74	0	0	74	20	27	34	46	9	12	11	15	646	232	29	46	10	15	647	7,348	30	46	13	11	647
Migrant																									
Migrant Students	0	0	0	0										0						3					
All Other Students	177	5	2	170	26	15	63	37	32	19	49	29	640	506	16	36	17	31	640	13,497	22	43	17	18	644
Title I																									
Students Receiving Title I Services	77	1	1	75	7	9	22	29	17	23	29	39	636	229	10	29	20	42	635	2,376	5	34	28	33	637
All Other Students	100	4	1	95	19	20	41	43	15	16	20	21	643	277	21	42	15	22	643	11,124	25	45	15	15	645
504 Plan																									
Students with a 504 Plan	4	0	0	4										12	8	50	8	33	638	335	19	47	20	13	644
All Other Students	173	5	2	166	26	16	62	37	31	19	47	28	640	494	16	36	17	31	640	13,165	22	43	17	18	644

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.